



Welcome using a Voki

<http://www.voki.com/pickup.php?scid=4382341&height=267&width=200>

Universal Design

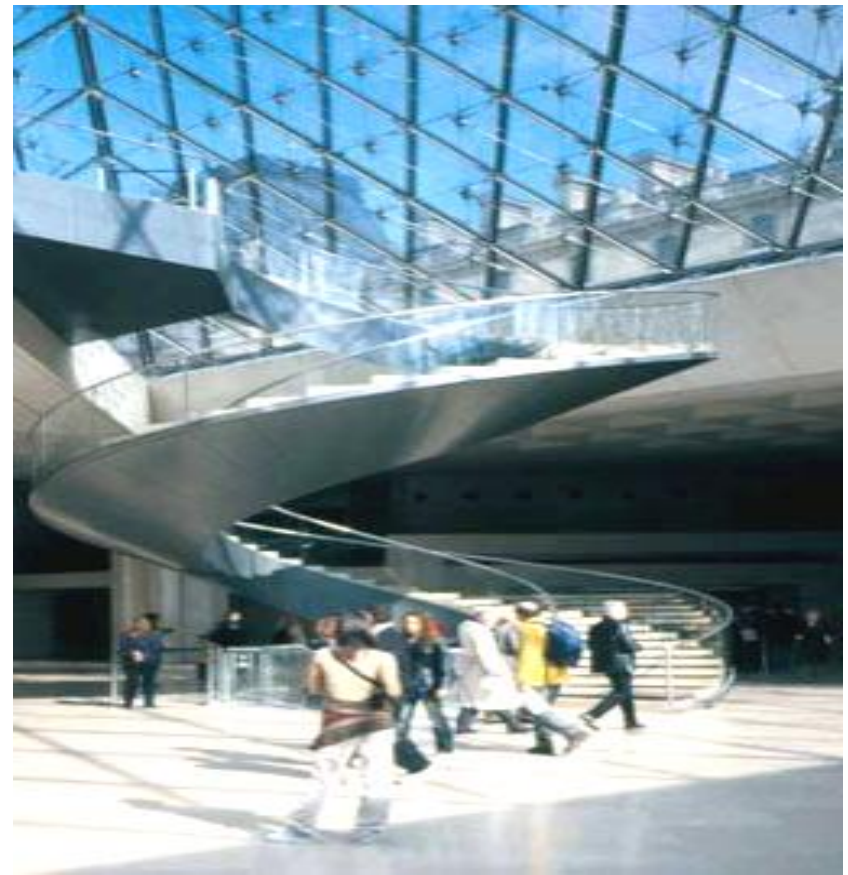
Origins in Architecture

Developed into...

- Ramps
- Curb cuts
- Automatic door-opening devices
- Accessible toilets
- Fire alarm systems with lights
- Close-captioning



A Solution for “Building Disability:” Universal Design



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Using the Brain Recognition Networks

Exercise your **recognition networks**' processing by quickly listing the individual objects you recognize in the next picture.

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Department of
Education

Dennis M. Walcott, Chancellor

Recognition Network

You probably identified lots of objects including people, pictures, furniture, doorways, tables and chairs. Many of these objects are in poor light or only partially shown, yet your powerful recognition networks recognized them instantly.

Strategic Networks

Exercise your strategic networks by examining this image for a few different purposes. Notice how you look at the image differently depending on your purpose.

The “how” of learning



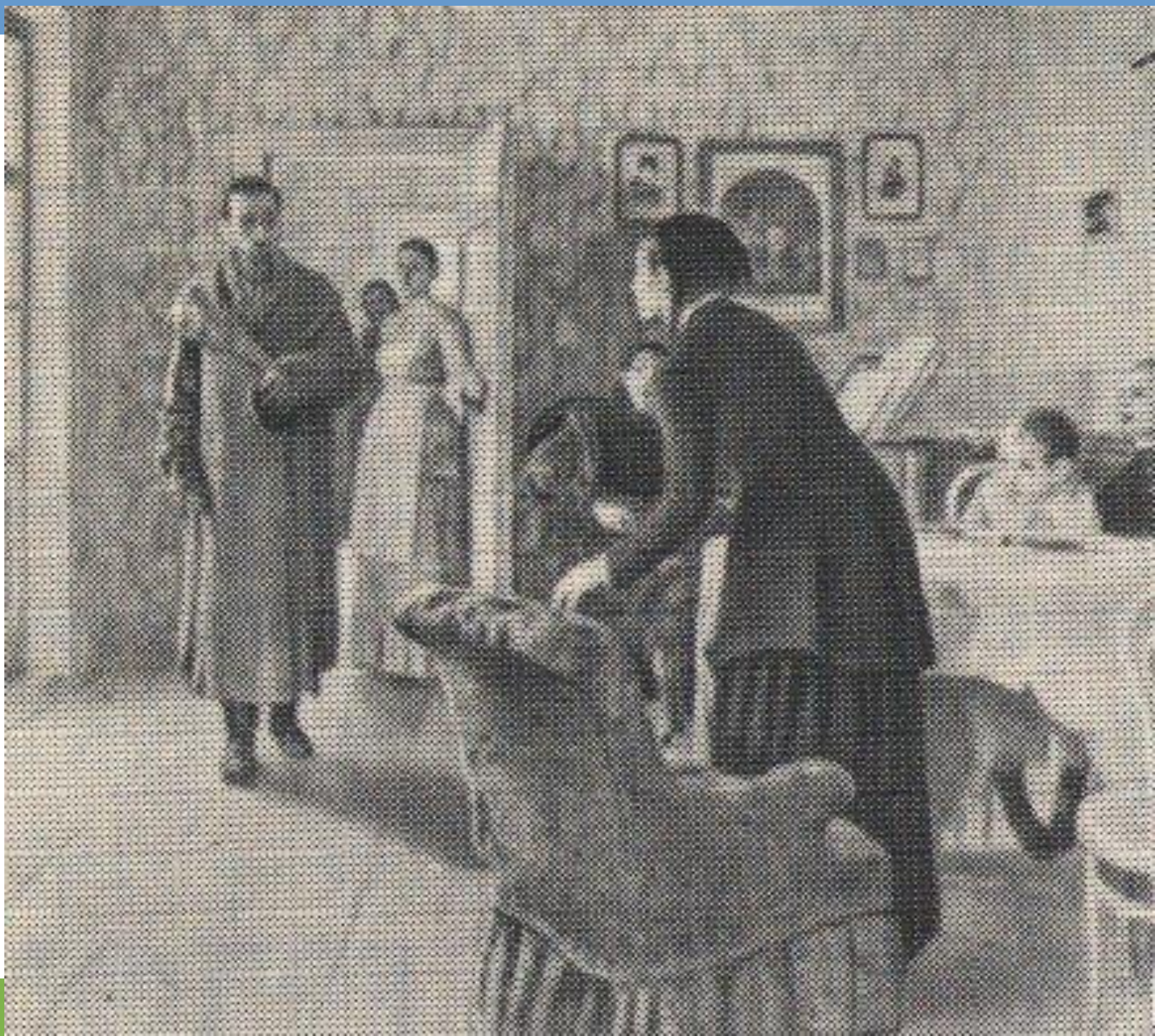
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How old are
the people in
this picture?

What
historical
period and
geographical
location do
you think
this picture
represents?
Why?

How might
the people
be feeling in

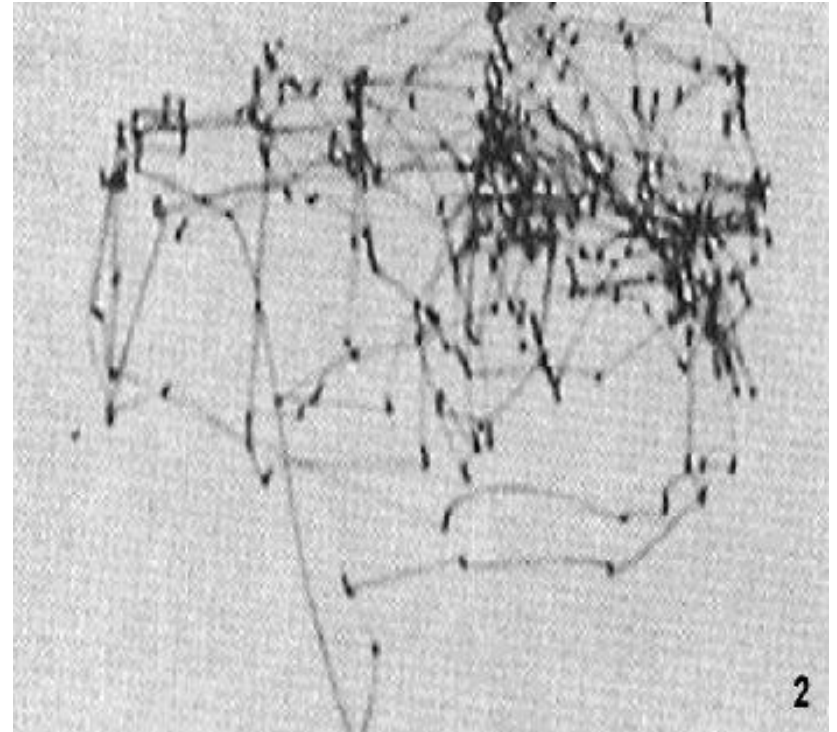
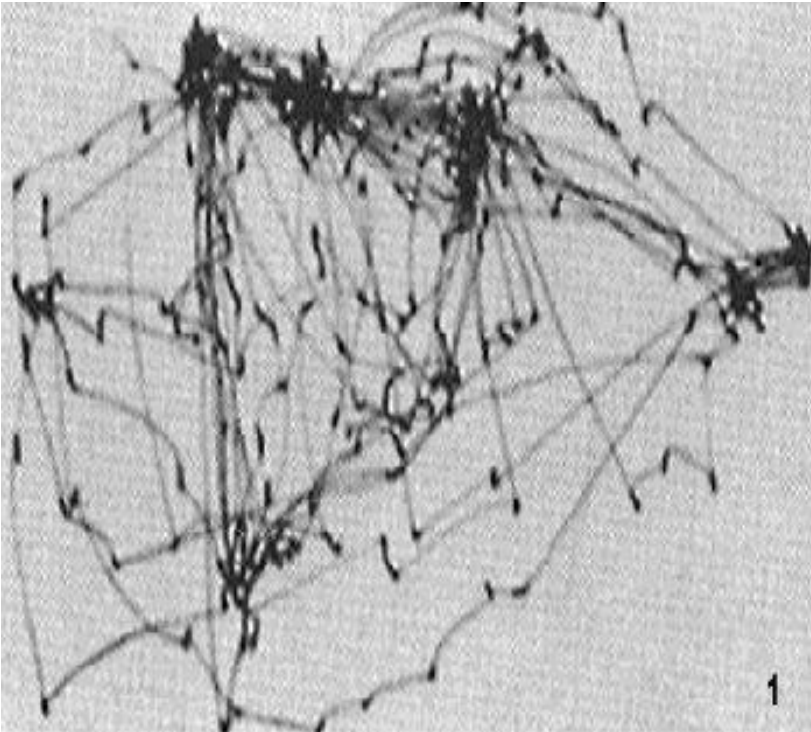
this picture?



Eye Movements

Ages

What they were doing



Affective Networks

Tune into your affective networks by looking at this picture once again, just to see what grabs you.

What in particular strikes you about this picture?

Note something about yourself that may have led you to focus on this particular aspect.



Reflecting on Affect

What you see in the picture depends on your **interests**, **background**, and **general state of mind**. A psychologist might attend to the expressions on the people's faces, while an interior designer might take note of the room's decor. The mother of a toddler may be drawn to the child seated at the table, whereas a musician may first notice the piano. Someone who is tired or hungry may find little to notice at all!



Oil on canvas painting by Ilya Repin, title: Unexpected Visitors or Unexpected return. Shows the unexpected homecoming of a Russian revolutionary from a forced settlement in Siberia.

Try it out...

An ELA teacher gives her students an assignment that is due in one month. Shaniqua is a capable reader and writer, however, she has ADHD and has a difficult time completing tasks and began her work the day before the task was due and did not finish in time. How could the task have been designed at the onset for her to be successful?

This same ELA teacher requires that her students read *The Bluest Eye*. Ira, while a phenomenally insightful thinker, reads at a second grade level and cannot decode this book independently. How can this task be designed at the onset for him to be successful?

Planning a Lesson



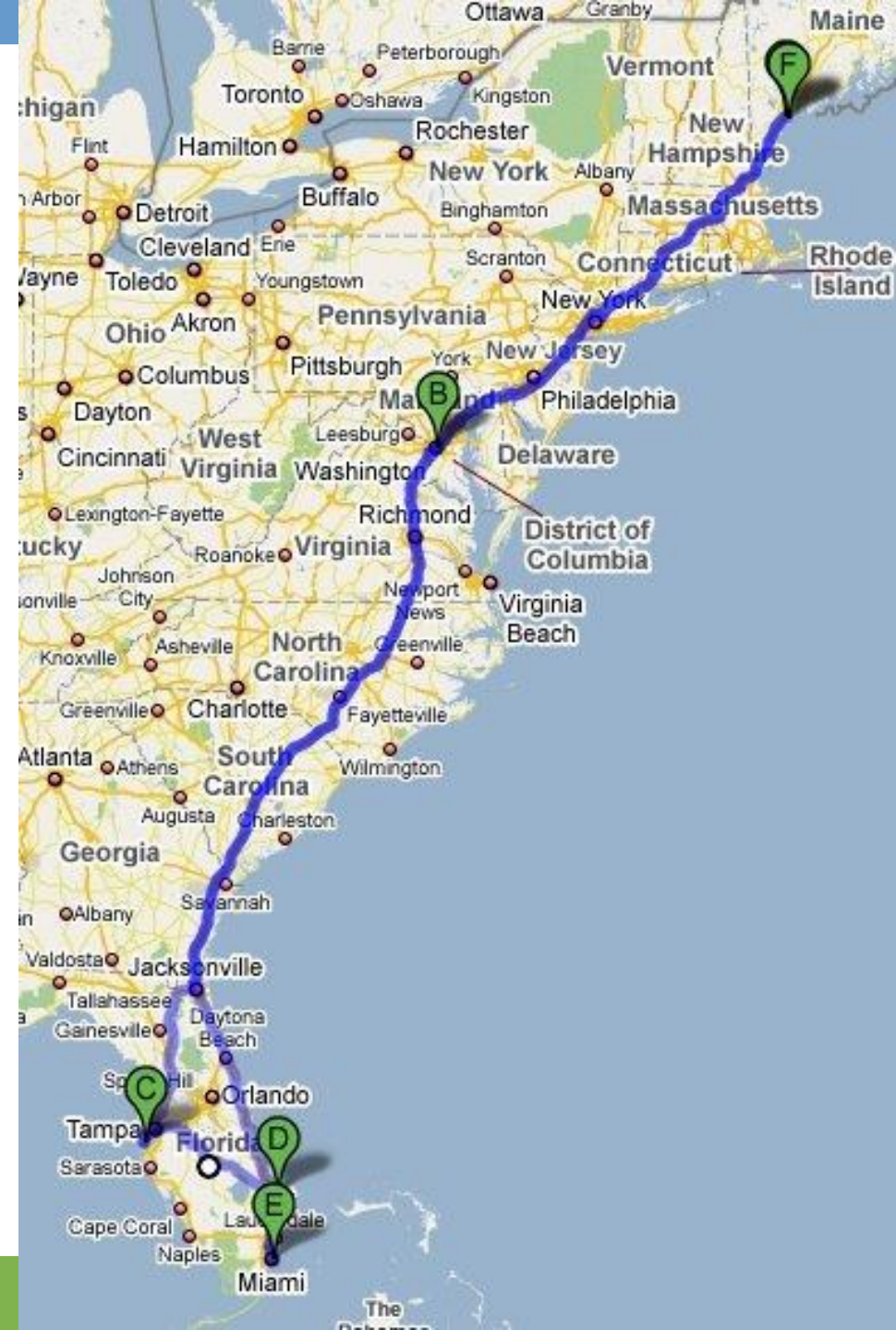
This is how to plan a lesson

1. What is my goal? What do I want my students to learn, do and care about?
2. What barriers in my classroom might interfere with my diverse students reaching these goals?
3. To eliminate the barriers use the three UDL principles to create flexible paths to learning so that each student can progress.

Principle I. Provide Multiple Means of Representation

Principle II. Provide Multiple Means of Action and Expression

Principle III. Provide Multiple Means of Engagement

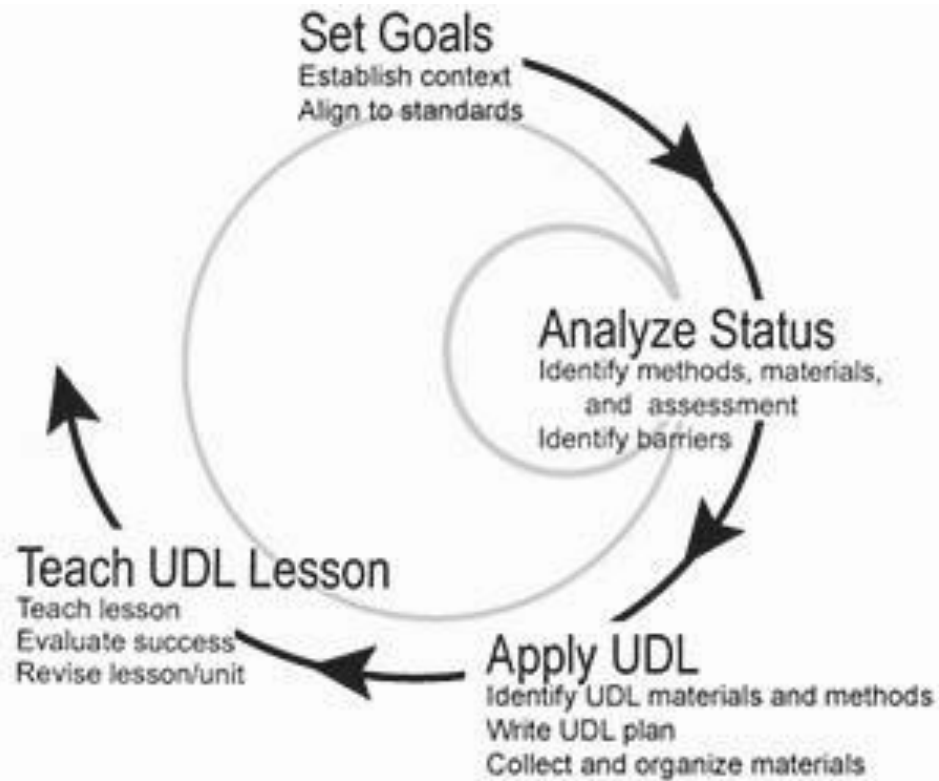




UDL Explained

<http://community.udlcenter.org/video/udl-explained>

Planning a lesson Using UDL



- <http://www.bbc.co.uk/news/world-12434787>

A Way to Teach Current Events

Universal Design for Learning (UDL)

Universal design for learning

- > Applying the idea of built-in flexibility to the educational curriculum.
- > Pushes universal design further by supporting improved access to information within classrooms and improved access to learning.

What is UDL?



Universal Design for Learning

is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

3 Aspects of UDL

Representation

Action and Expression

Engagement

Show video

<http://www.youtube.com/watch?v=bDvKnY0g6e4>

Go play

- Question: What is UDL for learning?
- Assign specific guidelines and principles for each group of 3
- Why UDL?
- What connections do you see with what you do in the classroom today?
- Contrast what you have done in the classroom and what you might do differently using UDL?

Group presentations

R

Principle 1

- Guideline 1 and the checkpoints
- Guideline 2 and the checkpoints
- Guideline 3 and the checkpoints

Principle 2

- Guideline 4 and the checkpoints
- Guideline 5 and the checkpoints
- Guideline 6 and the checkpoints

Principle 3

- Guideline 7 and the checkpoints
- Guideline 8 and the checkpoints
- Guideline 9 and the checkpoints

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Let's learn to use the UDL guidelines

http://www.udlcenter.org/resource_library/videos/udlcenter/udl

This video show David Rose, director of UDL, explaining how the guidelines 2.0 function.

Tocata and Fuge

Play music no video

Show video

What's the big deal?

Lunch

Software exploration

Voice thread

Wikis

Toolkit

Book Builder

www.cast.org

- > Science writer
- > Book builder

Planning a lesson Using UDL



Groups of 4

- Design a lesson in the content area that you usually teach
- It can be interdisciplinary
- Prepare a 10 minute presentation to teach us the lesson
- Use a PowerPoint or chart paper to present
- Explain the UDL strategies used and the reason for doing it (Think about your students)

A Way to Teach Current Events

• <http://www.bbc.co.uk/news/world-12424787>



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Learning Tools



<http://www.cast.org/learningtools/index.html>

TES Teaching Every Student

<http://www.cast.org/teachingeverystudent/>



Free Tech for Teachers

<http://www.freetech4teachers.com/>

http://realworldmath.org/Real_World_Math/Tutorials.html

http://realworldmath.org/Real_World_Math/Tutorials_2.html

Free Science Writer

Demonstrate FREE Text to Speech

New!

<http://sciencewriter.cast.org/welcome>



go to CAST

Science Writer™

Free Book Builder



WELCOME!

Welcome to the CAST Universal Design for Learning (UDL) Book Builder! Use this site to create, read, and share engaging digital books that build reading skills for students. Your universally designed books will engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

Free Online UDL Modules

What do you get?

Multiple Means of Representation

The content is represented in multiple ways including text, audio clips and video.

Multiple Means of Action and Expression

Online activities, discussion questions and lesson plan assignments allow students to express their understanding in different ways.

Multiple Means of Engagement

Text, audio, video, activities, additional resources, information, links to more information and to other web sites allow students multiple ways to engage with the content.

<http://udlonline.cast.org/home>

Edutopia

<http://www.edutopia.org/resolving-conflict-ofarrell-middle-school-video>



UDL Free Toolkit

<http://udltechtoolkit.wikispaces.com/>



Lesson Planet

<http://www.lessonplanet.com/search?keywords=coping+skills+strategies&media=lesson>



Videos about UDL

http://www.udlcenter.org/screening_room/udlcenter



I. <u>Provide Multiple Means of Representation:</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 <u>Customize the display of information</u>	
1.2 <u>Provide alternatives for auditory information</u>	
1.3 <u>Provide alternatives for visual information</u>	
1. <u>Provide options for language and symbols</u>	
2.1 <u>Define vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Decode text and mathematical notation</u>	
2.4 <u>Promote cross-linguistic understanding</u>	
2.5 <u>Illustrate key concepts non-linguistically</u>	
1. <u>Provide options for comprehension</u>	
3.1 <u>Provide or activate background knowledge</u>	

What is UDL?

Universal Design for Learning is an educational approach with three primary principles :

Multiple means of representation, to give diverse learners options for acquiring information and knowledge,

Multiple means of action and expression, to provide learners options for demonstrating what they know,

Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

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